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ABSTRACT

In a critical examination of the state of teacher education, strong and weak areas are pointed out. The following six principles are offered as foundations upon which programs within schools and departments of education can be built: (1) All teacher education programs should be rooted in the knowledge of teaching and learning; (2) The principles of equity and concern for the welfare of all persons should be a philosophic base for education programs; (3) Teacher education in both example and teaching should recognize our pluralistic society and include diverse approaches to both the preparation of teachers and the organization of teaching experiences; (4) Continuous and cooperative monitoring of all programs is necessary to assure constant adaptation to changing needs; (5) Cooperative development of all programs with relevant constituencies is essential to achieve excellence in preparation of professional personnel; and (6) Schools of education should become advocates of those policies and programs which are necessary and desirable to best serve the needs of students. (JD)

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TEACHER EDUCATION: REALITY, HOPE AND PROMISE

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TEACHER EDUCATION: REALITY, HOPE AND PROMISE

I HAVE BEEN ASSIGNED THE TASK OF TALKING WITH YOU ABOUT EXCELLENCE IN TEACHER EDUCATION.

EXCELLENCE AND QUALITY ARE SUCH OVERUSED AND ABUSED TERMS THAT THEY HAVE BECOME MORE RHETORICAL THAN ANALYTICAL. THEY ARE A PART OF THE SELF-AGGRANDIZEMENT CULTS OF THE ACADEMIC PROFESSIONS. SOME YEARS AGO I PARTICIPATED IN A STUDY OF PERSONNEL PRACTICES IN ABOUT 80 AMERICAN UNIVERSITIES. OUR RESPONDENTS FROM ALMOST EVERY ONE OF THE INSTITUTIONS REFERRED TO THEIRS AS A "GREAT UNIVERSITY," IN PURSUIT OF "EXCELLENCE" THROUGH THE MAINTENANCE OF "HIGH QUALITY PROGRAMS" AND THE RETENTION OF ONLY THE MOST "PRODUCTIVE" SCHOLARS. WE COULD ONLY CONCLUDE THAT THIS NATION SEEMED TO BE BLESSED WITH A WHOLE UNIVERSE OF EXCELLENCE IN HIGHER EDUCATION, AND THE PERCEPTION OF THE EXISTENCE OF SOME EXIGENT CONDITIONS WAS PURELY ILLUSORY.

THIS MORNING I HOPE TO AVOID THE RHETORIC OF ACADEMIC SELF-DELUSION AND TALK ABOUT THE REALITIES OF TEACHER EDUCATION TODAY AND IN THE WORLD TO BE. IN ONE WAY OR ANOTHER I HAVE BEEN INVOLVED IN EDUCATION FOR MORE THAN HALF A CENTURY. DURING THAT PERIOD OF TIME I CAN RECALL HEARING THE FIRST RADIO PROGRAM IN PORTLAND, OREGON WHERE THE DIVA, IMPORTED FROM CHICAGO, FAINTED AFTER A FEW NOTES IN THE MICROPHONE. I RECALL AS A SCHOOL CHILD HAVING THE FIRST AFTERNOON FREE BECAUSE A FLIGHT OF FIVE ARMY AIRPLANES WAS SCHEDULED TO CIRCLE THE CITY AND THE SCHOOL AUTHORITIES WANTED US TO OBSERVE THIS UNIQUE PHENOMENON. WE SAW THE FIRST TALKING MOVIE AND HEARD A RELATIVE

PREDICT IT WAS A FAD WHICH WOULD QUICKLY DISAPPEAR. I SAW THE FIRST TELEVISION PROGRAM IN OUR COMMUNITY AND READ IN THE NEWSPAPERS ABOUT THE LANDING OF THE FIRST JET AT OUR AIRPORT. MY FIRST FLIGHT FROM THE WEST COAST TO CHICAGO WAS ON A DC 3 WHICH TOOK ALMOST 24 HOURS SINCE WE SPENT MORE TIME ON THE GROUND THAN IN THE AIR. WE DIDN'T CALL IT THE "MILK RUN" THEN, BECAUSE IT WAS REALLY FIRST CLASS AND THE ALTERNATIVE WAS WHAT WE WOULD CONSIDER TODAY A TORTUROUSLY SLOW TRAIN. I BOUGHT MY FIRST HAND-HELD CALCULATOR FOR $50.00 AND TODAY I CAN BUY A BETTER MODEL WITH MORE FEATURES FOR $7.95.

YES! I WITNESSED THESE GREAT AND SIGNFICANT CHANGES IN TECHNOLOGY, IN OUR SOCIAL STRUCTURE, IN OUR WAYS OF LIVING, AND IN OUR POLITICAL AND ECONOMIC LIVES. BUT THE ELEMENTARY SCHOOL WHICH I ATTENDED IN PORTLAND, OREGON IS STILL THERE. IT HAS NEW BRICK FACING ON THE OUTSIDE AND A FEW STRUCTURAL CHANGES ON THE INSIDE. THE TEACHING HASN'T CHANGED MUCH. ONE TEACHER GIVES INSTRUCTION IN FRONT OF A LARGE GROUP OF CHILDREN WHO ARE SEATED IN ROWS OR AT SMALL TABLES. HER JOB CONSISTS OF ASSIGNING, LISTENING TO RECITATIONS, LECTURING, GIVING GRADES, MARKING PAPERS, HOLDING THE BOOK IN ONE HAND AND A PIECE OF CHALK IN ANOTHER AND FILLING OUT RECORDS. OCCASIONALLY SHE MEETS WITH PARENTS, A SPECIAL EDUCATION CONSULTANT, OR THE PRINCIPAL ABOUT A PROBLEM.

DURING THIS HALF CENTURY THERE HAS LITERALLY BEEN A DELUGE OF KNOWLEDGE ABOUT TEACHING AND LEARNING, BUT INEXORABLY, TEACHING FOR THE MOST PART PURSUES ITS ACCUSTOMED COURSE. I VISIT SCHOOLS, AND

I HAVE FLASHBACKS TO MY YOUTH AND CHILDHOOD. I WOULD HAVE FELT NEITHER STRANGE NOR UNCOMFORTABLE IN MOST OF THESE CLASSROOMS TODAY.

ORGANIZED AND SYSTEMATIC APPROACHES TO TEACHER EDUCATION BEGAN ALMOST 250 YEARS AGO IN RESPONSE TO A RECOGNIZED NEED FOR THE TRAINING OF TEACHERS TO COPE WITH THE DIVERSE ABILITIES OF CHILDREN TO LEARN. AS LONG AS EDUCATION PERSISTED SOLELY FOR THE INTELLECTUAL ELITE, THERE WAS NO NEED FOR TEACHER PREPARATION PER SE. SOCRATES COULD AMBLE THROUGH THE AGORA WITH HIS STUDENTS AND ENTER INTO DIALOGUE WITH THEM. I AM WILLING TO CONJECTURE THAT EVEN IN ANCIENT ATHENS THERE WERE RELATIVELY FEW CITIZENS WITH A GENUINE ABILITY TO DIALOGUE WITH SOCRATES. THINK OF WHAT HIS CONVERSATIONS MIGHT HAVE BEEN IF HE HAD STROLLED THROUGH THE AGORA WITH SOME OF OUR AMERICAN TEENAGERS, WHO WERE COMPELLED BY LAW TO GO ON WALKS WITH HIM FOR SIX HOURS EVERY WEEKDAY! UNDER SUCH CIRCUMSTANCES, PLATO MIGHT HAVE SEEN SOME NEED TO DESCRIBE THE NORMAL SCHOOL RELEVANT TO HIS IDEAL REPUBLIC.

THE UNIQUE RESPONSIBILITY ASSIGNED TO THESE EARLY NORMAL SCHOOLS, WHICH I FEAR WE HAVE SOMETIMES FORGOTTEN, WAS TO FIND THE MEANS THROUGH WHICH WE COULD HELP ALL THOSE ATTENDING SCHOOL LEARN. SOME EDUCATORS, EVEN IN THOSE PROFESSIONALLY CRUDE DAYS, RECOGNIZED THAT THE POPULARIZATION OF EDUCATION - THE EXTENSION OF EDUCATION TO THE MASSES - PRESENTED SOME UNIQUE PROBLEMS IN THAT THOSE WHO WANTED OR WERE REQUIRED TO SEEK THE BENEFITS OF EDUCATION WERE NO LONGER THE "NATURAL" LEARNERS WHO COULD BENEFIT FROM TUTORIAL MINISTRATIONS NO MATTER HOW UNSKILLED, UNLETTERED OR UNPROFESSIONAL THEY MIGHT BE. OF COURSE,

TYPICAL COLLEGE STUDENTS, CULLED FROM THE PACK, CAN LEARN REGARDLESS OF THE INSTRUCTION RECEIVED, BUT OUR RESEARCH, EXPERIENCE AND COMMON SENSE INFORM US THAT THERE ARE MANY - SOME OF WHOM NOW GO TO COLLEGE - WHO ARE NOT SO FORTUNATELY EQUIPPED. WHAT AND HOW TO TEACH? AND HOW TO LEARN? THESE ARE THE FUNDAMENTAL QUESTIONS WHICH PROFESSIONAL PROGRAMS IN EDUCATION WERE DESIGNED TO EXPLORE, ANSWER AND PREPARE COURSES OF STUDY TO ACCOMPLISH.

THERE HAS ALWAYS BEEN A DYNAMIC TENSION BETWEEN TEACHERS AND LEARNERS. TEACHERS CAN REWARD LEARNERS BY CERTIFYING THAT LEARNING HAS TAKEN PLACE, THEREBY MAKING THEM ELIGIBLE FOR OTHER BENEFITS. THE LEARNERS, ON THE OTHER HAND, CAN PUNISH TEACHERS BY FAILING TO DEMONSTRATE THAT THEY HAVE LEARNED, THEREBY DESTROYING THE PROFESSIONAL IMAGE OF TEACHERS AS ONES WHO ACCOMPLISH LEARNING MIRACLES WITH THEIR CHARGES. THIS DYNAMIC TENSION HAS BEEN A PART OF THE CHALLENGE OF TEACHING AT ALL TIMES. IT IS A PART OF THE REASON FOR BEING OF TEACHER PREPARATORY PROGRAMS. SOCIETY ONCE COULD LIVE WITH ITS NON-READERS AND RELUCTANT LEARNERS. OUR SOCIAL PERSPECTIVE WAS DOMINATED BY SOCIAL DARWINISM WHICH JUSTIFIED THE EXISTENCE OF THE RICH AND THE POOR, THE STRONG AND THE WEAK, THE SUCCESSFUL AND THE FAILURES. PEOPLE BOTH EXPECTED AND TOLERATED THE EXISTENCE OF THE INCAPACITATED AND DERELICT IN THEIR MIDST.

THAT IS NO LONGER TRUE! OUR SOCIETY NOW DEMANDS AN ACCOUNTABILITY FOR THOSE WHO HAVE NOT LEARNED IN SCHOOL. THE HISTORY OF OF CHALLENGES TO SCHOOLS AND DEPARTMENTS OF EDUCATION IN THESE 250 YEARS OF THEIR EXISTENCE HAS BEEN TO FIND WAYS THROUGH WHICH INCREASING NUMBERS OF CHILDREN, REGARDLESS OF THEIR PARENTAGE, CLASS, NATIVE COGNITIVE ABILITIES, LEARNING PROBLEMS OR INTERESTS, CAN PROFIT

FROM THE ORGANIZED EDUCATION WHICH SOCIETY AFFORDS THEM. IRRESPECTIVE OF WHY DYSFUNCTIONALITIES APPEAR, SCHOOLS GET THE BLAME. OUR SOCIETY ABUSED AND DISCRIMINATED AGAINST VARIOUS MINORITIES, AND THE SCHOOLS NOT ONLY GOT THE BLAME, BUT THE REMEDIAL RESPONSIBILITY AS WELL. THAT IS THE WAY IT IS AND WILL BE, AND WE HAVE THE OBLIGATION TO RESPOND IF WE WANT TO PERSIST.

I THINK WE HAVE TO FACE UP TO A NUMBER OF CHALLENGES ABOUT EDUCATION AND THE ROLE OF TEACHER EDUCATION IF WE ARE TO FIND ADEQUATE JUSTIFICATION FOR OUR CONTINUED EXISTENCE. LET ME DEAL WITH A FEW OF THEM.

FIRST, OUR PUBLICS HAVE BEEN ASKING US WHAT WE AS COLLEGES AND DEPARTMENTS OF EDUCATION STAND FOR, AND WE GENERALLY RESPOND WITH GLITTERING GENERALITIES. IF THOSE WHO SPEAK FOR TEACHER EDUCATION ARE NOT ESSENTIALLY FLACCID IN STATING ITS POSITION, THEY ARE SUFFICIENTLY AMBIGUOUS THAT THEY READILY CONVEY THE MESSAGE THAT SCHOOLS OF EDUCATION TAKE NO POSITION ON CONTROVERSIAL ISSUES OF THE DAY AFFECTING EDUCATION. THERE HAVE BEEN A FEW GREAT COLLEGES OF EDUCATION IN THE UNITED STATES. UNFORTUNATELY, THEY WERE GREAT FOR ONLY SHORT PERIODS OF TIME. THEY WERE GREAT BECAUSE THEY HAD POSITIONS OF SOME MERIT ON SOME OF THE ISSUES FACING EDUCATION WHICH THEIR FACULTIES THOUGHT SHOULD BE RESOLVED AND WHICH FACULTIES OF EDUCATION OUGHT TO BE IN THE THICK OF HELPING TO RESOLVE.

ONE OF OUR RECENT PRESIDENTS POPULARIZED BUT DID NOT CREATE THE CONCEPT OF "STONEWALLING" THE CONFRONTATION WITH BITTER REALITIES. EVERY UNIVERSITY FACULTY MEMBER KNOWS ALL ABOUT IT, AND FACED WITH

SOME CHALLENGES, MANY OF THEM HAVE DEVELOPED RARE SKILLS ON THE SUBJECT. THE TRUTH IS THAT WHILE MINORITY CHILDREN WERE SUFFERING FROM ABUSES OF SEGREGATION AND DISCRIMINATION IN SCHOOLS THERE WAS NO SIGNIFICANT RESPONSE BY SCHOOLS OF EDUCATION IN THE COUNTRY TO LEAD THE WAY TO RELIEVE THOSE CONDITIONS. I DON'T KNOW OF A SINGLE COLLEGE OR DEPARTMENT OF EDUCATION WHICH SAID AFTER THE Brown DECISION OF 1954, "THIS IS THE LAW OF THE LAND. IT IS JUST, AND IT IS IMPERATIVE THAT WE DO SOMETHING ABOUT THE EVIL WHICH EXISTS IN OUR SOCIETY AND IN OUR PROFESSION. WE'LL DEVOTE OUR ENERGY TO REMOVE THIS CANCER FROM OUR MIDST."

LET'S FACE IT! WE HAVE BEEN STONEWALLING THIS AS WELL AS MANY OTHER BASIC PROBLEMS OF EDUCATION AND TEACHER EDUCATION. AT BEST, OUR EFFORTS HAVE INVOLVED ONLY A FEW PROFESSSORS WILLING TO STAND ON THE CUTTING EDGE AND SWIM AGAINST THE TIDE. COLLEGES OF EDUCATION CANNOT CONTINUE TO EXIST - NOR SHOULD THEY - IF THEY CANNOT DEAL RESPONSIBLY, HONESTLY, VIGOROUSLY, AND KNOWLEDGEABLY WITH THE FUNDAMENTAL PROBLEMS OF EDUCATION IN OUR SOCIETY - AND STAND UPON SOME FIRM SOCIAL AND EDUCATIONAL PRINCIPLES IN DOING SO.

A SECOND POINT OF CONCERN FOR OUR SEGMENT OF THE PROFESSION LIES IN OUR ABILITY TO ACHIEVE THE ESSENTIAL GOALS OF EDUCATION WITHIN THE PRESENT FRAMEWORK OF THE EDUCATIONAL ENTERPRISE. WE CAN DEFINE REALISTICALLY WHAT A TEACHER EDUCATION CAN AND MUST BE ONLY IN TERMS OF WHAT WE ARE PREPARING TEACHERS FOR. NO UNIVERSITY OR COLLEGE CAN AFFORD THE LUXURY OF PREPARING ITS GRADUATES EITHER IN A VACUUM OR FOR ONLY THE MOST IDEAL OF CONDITIONS. OUR GRADUATES MUST BE

PLACED, AND HOPEFULLY, IN THEIR PLACEMENTS THEY WILL REFLECT THEIR ABILITIES TO DEAL ADEQUATELY WITH CLASSROOM PROBLEMS AS THEY WERE TAUGHT IN THEIR PREPARATORY PROGRAMS.

IT IS A SAD THING THAT MOST TEACHERS, AFTER TWO OR THREE YEARS IN THE FIELD, CLAIM THAT THEIR TEACHER EDUCATION PROGRAMS DID LITTLE TO HELP THEM FACE THE REALITIES OF TEACHING AS THEY HAVE EXPERIENCED THEM. REGARDLESS OF WHETHER OR NOT THIS IS AN ACCURATE PERCEPTION, IT IS PART OF THE DATA ABOUT THE CURRENT CRISIS IN TEACHER EDUCATION WITH WHICH WE MUST DEAL.

MUCH OF THE INDIRECTION AND AMBIGUITY IN TEACHER EDUCATION RESULTS FROM THE INDEFINITENESS OF WHAT SCHOOLS ARE FOR OR THE LACK OF CONCRETENESS IN DEFINING WHAT SCHOOLS SHOULD ACCOMPLISH. WE HAVE BEEN PLAGUED WITH THE CONCEPT THAT THERE MUST BE A BEST WAY, BOTH IN EDUCATION AND IN TEACHER EDUCATION. IF THERE IS, WE OBVIOUSLY HAVE NOT YET FOUND IT. OURS SHOULD BE A PROFESSION OF SEARCHING, EXPERIMENTING AND TESTING TO FIND BETTER WAYS.

IT SEEMS TO ME THAT WE HAVE TWO PROBLEMS IN THIS REGARD ON WHICH WE NEED TO WORK. IT IS INCUMBENT UPON OUR INSTITUTIONS TO USE THEIR RESOURCES TO HELP RESOLVE THE PRESENT AMBIGUITY AND INDECISION RELATED TO THE PURPOSES OF EDUCATION. THERE ARE OBVIOUSLY GREAT CONTROVERSIES WHICH WE CAN'T EASILY RESOLVE. THOSE CONTROVERSIES ARE PROBABLY A PART OF THE DYNAMISM OF OUR CULTURE. A TOTAL CONSENSUS IS PROBABLY NOT POSSIBLE, BUT WE CAN HELP PEOPLE SEE THE CONSEQUENCES OF BUILDING EDUCATIONAL PROGRAMS ON DIFFERENT MODELS AND HELP TO PRESERVE ESSENTIAL EDUCATION VALUES FOR CHILDREN IRRESPECTIVE OF THE MODELS EMPLOYED. HOPEFULLY, WE WILL HAVE

INSTITUTIONS WHICH WILL TAKE DIFFERENT POSITIONS BASED UPON SOUND KNOWLEDGE AND EXPERIENCE, AND CREATE AMONG THEMSELVES THE DIALOGUE WHICH BUILDS BETTER UNDERSTANDING.

THE SECOND PART OF OUR PROBLEM, THEN, IS TO BUILD DIVERSE APPROACHES TO TEACHER EDUCATION, EMPHASIZING DIFFERENT WAYS IN WHICH EUDCATIONAL PURPOSES ARE MELDED INTO THE FABRIC OF THE PROGRAM, AND TO EVALUATE THE CONSEQUENCES THEREOF. WE HAVE BEEN PLAGUED WITH THE DESIRE TO HAVE UNITARY APPROACHES. CLARK AND MARKER REPORTED IN THEIR STUDY OF OUR INSTITUTIONS THAT ALL UNDERGRADUATE TEACHER EDUCATION PROGRAMS TEND TO LOOK ALIKE. IT SEEMS SOMEWHAT INCONGRUOUS TO EXPECT US TO HAVE A UNITARY APPROACH TO TEACHER EDUCATION IN A PLURALISTIC SOCIETY, AND PARTICULARLY WHEN WE HAVE PLURALISTIC OBJECTIVES FOR THE OPERATIONS OF EDUCATIONAL INSTITUTIONS. PERHAPS WE WOULD HAVE MORE STRENGTH, MORE ABILITY TO LEARN FROM OUR SUCCESSES AND OUR FAILURES, IF WE EMPHASIZED MORE DIVERSITY AND TOOK THE TROUBLE TO EVALUATE AND COMPARE RESULTS FROM DIFFERENT MODELS AND DIVERSE PATTERNS OF OPERATION. WE HAVE NOT YET REACHED A POINT OF KNOWING ABOUT THE EFFECTS OF ELEMENTS OF OUR PROGRAMS TO BE ON SAFE ENOUGH GROUND TO APPLY THEM WITHOUT CAREFUL EVALUATION.

THIS LEADS ME TO A THIRD FUNDAMENTAL PROBLEM AND CONCERN. IF TEACHING AND LEARNING ARE THE BASIC CONCEPTS WHICH GIVE SUBSTANCE TO THE FUNCTIONS AND PURPOSES OF SCHOOLS AND DEPARTMENTS OF EDUCATION, IS THERE A SUFFICIENT KNOWLEDGE BASE TO ENABLE US TO DEVELOP APPROPRIATE CURRICULA AND DEVISE PROGRAMS OF INSTRUCTION WHICH ARE BASED

ON SOMETHING MORE THAN TRADITIONAL PRACTICE, RULES OF THUMB, AND THE VAGARIES OF THE PROFESSOR'S PERSONAL EXPERIENCES AND INCLINATIONS? I THINK A VERY DANGEROUS THING HAS OCCURRED IN TEACHER EDUCATION. WE SOUGHT PRESTIGE AND STATUS IN RELATION TO THE STANDARDS OF THE ACADEMIC FIELDS. MOST OF THE FIELDS OF KNOWLEDGE IN EDUCATION WHICH CAN BE USED AS THE FOUNDATIONS FOR TEACHER EDUCATION ESCHEW THAT IDENTIFICATION. SOME EDUCATIONAL PSYCHOLOGISTS HAVE CREATED THEIR OWN THEORETICAL EMPIRES, AND THEY DON'T WANT TO BE IDENTIFIED WITH THE HUMBLE PROBLEMS WHICH TEACHERS HAVE DAILY IN USING KNOWLEDGE EFFECTIVELY TO IMPROVE THEIR TEACHING AND THE LEARNING OF ALL CHILDREN. THE EDUCATIONAL PHILOSOPHERS SEEM DETERMINED TO IDENTIFY WITH MAJOR PHILOSOPHICAL MOVEMENTS, AND NOT TO RAISE THE ISSUES OF PHILOSOPHICAL IMPORT TO THE WORLDS OF TEACHERS AND LEARNERS. SOCIOLOGISTS AND THE ANTHROPOLOGISTS CRY OUT TO BE ACCEPTED BY THEIR COUNTERPARTS IN THE REALMS OF ACADEMIA, NOT ALWAYS TO SERVE THE NEEDS OF SUCH NON-THEORETICAL FOLK AS TEACHER EDUCATORS.

UNTIL, OR UNLESS, WE HAVE A GRAND REUNION - A RETURN OF OUR PRODIGAL CHILDREN - THERE DOESN'T SEEM TO BE MUCH REASON TO HAVE SEPARATE EDUCATIONAL DEPARTMENTS FOR ACADEMIC DISCIPLINES. THAT GRAND REUNION HAS TO TAKE PLACE BY FOCUSING UPON THE INDETERMINANCIES IN TEACHING AND LEARNING WITHIN THE EDUCATIONAL SETTINGS AND ENVIRONMENTS WHERE WE WORK WITH CHILDREN IN HELPING THEM, IN THEIR LEARNING AND IN THEIR PLAYING, TO GROW UP. SOMEONE OUGHT TO ASK THE RIGHT QUESTIONS ABOUT THOSE INDETERMINANCIES. SOMEONE OUGHT

TO RAISE APPROPRIATE DOUBTS ABOUT HOW WE APPLY OUR KNOWLEDGE. SOMEONE SHOULD IDENTIFY THE GAPS IN KNOWLEDGE AND THEORY WHICH NEED TO BE BRIDGED SO THAT THEY CAN BE USED AS EFFECTIVE GUIDES TO PRACTICE. SOMEONE HAS TO BRING IN THE PROPER RESEARCH TECHNIQUES AND EVALUATIVE PROCEDURES. SOMEONE SHOULD BRING TO THE TEAM EFFORT THE TOOLS WHICH WE CAN USE TO DISCOVER THE RELEVANCE AND THE CONSEQUENCES ABOUT WHAT WE ARE DOING AND HOW WE ARE DOING IT. THE ACADEMIC DISCIPLINES RELATED TO EDUCATION ARE NOT IRRELEVANT. THEY ARE MISUSED. THEY ARE MISDIRECTED. WE ARE ALL TEACHER EDUCATORS WITH DIFFERENT ROLES, DIFFERENT SUPPORT FUNCTIONS, AND DIFFERENT COMPETENCIES WHICH WE BRING TO COLLEGES OF EDUCATION TO ENHANCE OUR ABILITY TO DEAL WITH PROBLEMS OF TEACHING AND LEARNING. TRULY, ONE OF THE MOST HOPEFUL SIGNS IN THE FIELD OF TEACHER EDUCATIONS IS THE NUMBER OF YOUNG DISCIPLINARIANS WHO ARE LOOKING AT THE PROBLEMS OF TEACHING AND LEARNING AND HAVE THE CAPABILITIES NOT ONLY TO BRING THE BEST OF THOSE ACADEMIC TRADITIONS TO BEAR UPON THE PROBLEMS BUT ALSO TO DEVELOP THE STRATEGIES NECESSARY FOR REDEFINING THE WAYS IN WHICH OUR DELIVERY SYSTEMS CAN OPERATE.

THE LAST QUESTION WHICH I WANT TO ADDRESS THIS MORNING IS WHETHER OR NOT WE WANT, AND CAN DEVELOP, A RECOGNIZED PROFESSIONAL STATUS FOR TEACHING. FORTY YEARS AGO, WHEN I WAS BEGINNING MY TEACHING CAREER, THIS WAS THE GOAL FOR WHICH WE WERE STRIVING. WE DEVELOPED OUR PROFESSIONAL ORGANIZATIONS TO MOBILIZE THE RESOURCES AND CAPABILITIES NEEDED FOR BUILDING A RECOGNITION AMONG OUR PUBLICS OF THE PROFESSIONAL STATUS OF THE WORK IN WHICH WE WERE ENGAGED. THE ORGANIZATIONS OF TEACHERS AND ADMINISTRATORS WORKED

WITH STATE DEPARTMENTS OF EDUCATION AND COLLEGES AND UNIVERSITIES TO ATTEMPT TO IDENTIFY WHAT HAD TO BE DONE TO BRING ABOUT THE PROFESSIONAL RECOGNITION OF TEACHING. DURING THE LAST FEW DECADES THERE APPEARS TO BE DECREASING EMPHASIS UPON PROFESSIONALIZATION AND ITS IMPLICATIONS FOR OUR OBLIGATIONS TO PREPARE INDIVIDUALS ADEQUATELY FOR PROFESSIONAL ROLES.

FOR ONE THING, OUR SOCIETY HAS BECOME MORE FRAGMENTED. EDUCATIONAL POLICIES ARE DEVELOPED THROUGH POWER POLITICS RATHER THAN THE SEARCH FOR BASIC EDUCATIONAL PRINCIPLES WHICH WILL BEST SERVE THE INTERESTS OF CHILDREN. THE EDUCATIONAL COMMUNITY HAS ALSO BECOME FACTIONALIZED INTO DISTINCT ECONOMIC INTEREST GROUPS WHICH EXPEND VAST AMOUNTS OF THEIR ENERGIES COUNTERING ONE ANOTHER FOR POWER, BENEFITS AND PRESTIGE RATHER THAN IN COOPERATION FOR THE COMMON WELL-BEING. THERE WAS A TIME WHEN OUR GREAT PROFESSIONAL ORGANIZATIONS WERE STRONGLY SUPPORTIVE OF THE PREPARATORY PROGRAMS IN COLLEGES AND UNIVERSITIES AND HELPD TO EXPAND THEIR REALMS OF COMPETENCE AND RELEVANCE. UNIVERSITY FACULTY MEMBERS FREQUENTLY PLAYED KEY ROLES IN STRENGTHENING PROFESSIONAL ORGANIZATIONS. OUR CONSTITUENCIES, PRIMARILY PROFESSIONAL BUT ALSO WITH GOOD LAY ASSISTANCE, HELPED US TO GROW OUT OF OUR NORMAL SCHOOL HERITAGE AND INTO THE UNIVERSITIES TO ASSUME OUR RIGHTFUL PLACE AMONG THE MAJOR PROFESSIONAL FIELDS IN OUR CULTURE.

BUT SUDDENLY THAT SUPPORT VANISHED. COLLEGES AND DEPARTMENTS OF EDUCATION LOST SOME OF THEIR IMPORTANT CONSTITUENCIES. AT THE

SAME TIME, SOME PROFESSIONAL ORGANIZATIONS RETREATED FROM THE PROFESSIONAL REQUIREMENTS FOR MEMBERSHIP WHICH THEY HAD LABORIOUSLY INSTITUTED IN THE PUBLIC INTEREST. THROUGHOUT THE YEARS OF OUR ASCENDENCY, WE FAILED FULLY TO RECOGNIZE THE ROLE THAT KNOWLEDGE DEVELOPED INTO STRATEGIES OF ACTION PLAYED IN ANY PROFESSIONAL GROUP. WE FAILED TO RECOGNIZE THE SIGNIFICANCE OF PROFESSIONAL TRAINING PROGRAMS WHICH DEALT WITH THE MOST DIFFICULT PROBLEMS OF EDUCATION IN AN ENDEAVOR TO CONSTRUCT BETTER BASES FOR PROFESSIONAL PRACTICE. WE FAILED TO RECOGNIZE THAT A PROFESSIONAL PREPARATORY PROGRAM, AS A MODEL FOR WHAT SHOULD HAPPEN WITHIN ITS FIELD, MUST BECOME SELF-EVALUATIVE AND DEVELOP MECHANISMS THROUGH WHICH IT CAN CONSTANTLY PROBE INTO THE SOURCES OF ITS INTEGRITY AND PROBITY. UNFORTUNATELY PROFESSIONAL EDUCATION TODAY TENDS TO DEEMPHASIZE PROFESSIONAL KNOWLEDGE AND ITS APPLICATION TO PRACTICAL PROBLEMS. THE EMPHASIS IS UPON EXPERIENCE, CONTRIVANCES, AND RULES OF THUMB AS A BASIS UPON WHICH TEACHING AND LEARNING STRATEGIES ARE FOUNDED.

SO, INCREASINGLY, WE HAVE BECOME TREATED AS "EMPLOYEES." OUR EXPERTISE HAS BEEN CHALLENGED. OUR ABILITY TO DEMONSTRATE THAT WE CAN TACKLE THE MOST CRITICAL PROBLEMS CONFRONTING EDUCATION WITH THE INTENSITY OF PROFESSIONAL KNOWLEDGE AND COMPETENCE AT TIMES EXPECTED OF US HAS BEEN ATTENUATED.

SOME EDUCATIONAL LEADERS TODAY SAY THAT WE DON'T WANT TO AND WE CAN'T BECOME A RESPONSIBLE PROFESSION. I DISAGREE WITH THEM. I THINK IT IS OUR GREATEST CHALLENGE, OPPORTUNITY AND OBLIGATION TO ESTABLISH A BASIS OF PROFESSIONALISM IN TEACHER EDUCATION AND IN TEACHING TO ENABLE US TO UTILIZE OUR RESOURCES MOST RESPONSIBLY IN BEHALF OF THE LEARNERS WHO WILL BE EITHER THE BENEFICIARIES OR THE

THE VICTIMS OF OUR SUCCESS OR FAILURES IN PREPARING TEACHERS AND OTHER SUPPORT PERSONNEL.

IF THESE BE THE OPPORTUNITIES AND CHALLENGES CONFRONTING US, ARE THERE SOME HALLMARKS FOR ACHIEVING EXCELLENCE IN TEACHER EDUCATION WHICH WILL HELP IT TO STRENGTHEN IT S PROFESSIONAL CONTRIBUTIONS AND AT THE SAME TIME HELP TO FURTHER THE SCIENCE AND ART OF TEACHING IN THIS GENERATION? I WOULD LIKE TO SUGGEST SEVEN INGREDIENTS THEREOF:

(1) TEACHER EDUCATION MUST BECOME UNEQUIVOCALLY KNOWLEDGE-ORIENTED AND KNOWLEDGE-BASED. I AM DEEPLY CONCERNED WITH WHAT THE REVOLUTION IN TEACHER EDUCATION SHOULD HAVE BEEN WITH THE PUBLICATION OF THE TWO HANDBOOKS OF RESEARCH ON TEACHING, THE ANNUAL REVIEWS OF EDUCATIONAL RESEARCH AND THE GREAT SYNTHESIS OF THE NATIONAL ACADEMY OF EDUCATION ENTITLED, <u>IMPACT OF RESEARCH ON EDUCATION</u>. I AM IMPRESSED WITH THE BREADTH OF KNOWLEDGE WE NOW HAVE ON TEACHING AND LEARNING AND THE SUCCESSES WHICH HAVE ACCOMPANIED EFFORTS TO DEVELOP PROGRAMS AND STRATEGIES OUT OF THAT KNOWLEDGE BASE. BUT I AM ALSO IMPRESSED WITH SOME OF THE STRETCHING TO FIND IMPACT WHICH SUPPES AND HIS COLLEAGUES FROM THE ACADEMY HAD TO DO. ONE THING IS CLEAR: CONSIDERING THE RESEARCH GENERATED FROM BOTH EDUCATIONAL ENVIRONMENTS AND RELATED SOCIAL SCIENCE RESEARCH IN OTHER SETTINGS, THERE IS THE FOUNDATION IN CONTENT FOR A KNOWLEDGE-ORIENTED PROFESSION. THIS DOES NOT MEAN THAT WE HAVE TO FOLLOW THE LEAD OF THE PURE SCIENCES AND THE THEORETICAL DISCIPLINES. EDUCATION IS AN APPLIED FIELD. IT IS (OR SHOULD BECOME) CENTERED IN PROFESSIONAL PRACTICE. MEDICINE CANNOT AFFORD THE LUXURY OF JUST ATTEMPTING TO LEARN MORE ABOUT CANCER CELLS. WHAT IT LEARNS MUST BE APPLIED TO THE SEARCH

FOR CURES. SO WHAT WE DISCOVER ABOUT TEACHING AND LEARNING, ABOUT HUMAN GROWTH, AND DEVELOPMENT, ABOUT THE IMPACT OF SOCIAL ENVIRONMENTS UPON PATTERNS OF GROWTH, ABOUT HEALTHY AND PATHOLOGICAL ORGANIZATIONAL PRACTICES IN SCHOOL SETTINGS - ALL MUST EMERGE FROM OUR RECOGNITION OF THE INDETERMINANCIES OF EDUCATIONAL PRACTICE AND BE APPLIED TO RELIEVING THOSE INDETERMINANCIES. KNOWLEDGE OF TEACHING AND LEARNING IS THE FOUNDATION OF ALL SPECIALIZATIONS IN EDUCATION. RESEARCH, DEVELOPMENT, EVALUATION AND PRACTICE ARE NOT SEPARATE FUNCTIONS, EACH WITH ITS OWN PROFESSIONAL CORE AND CLIENTELE, BUT SYMBIOTICALLY RELATED TO BEST SERVE EDUCATIONAL NEEDS AT ALL LEVELS.

(2) TEACHER EDUCATION MUST ALSO BECOME MORE HIGHLY EVALUATIVE. THE INADEQUATE EMPLOYMENT OF EVALUATION AND RELEVANT TECHNOLOGIES OF EVALUATION IN TEACHER EDUCATION IS ONE OF OUR MOST SEVERE SHORTCOMINGS. TO PROPOSE THE EVALUATION OF UNIVERSITY PROGRAMS IS TO AROUSE GENERALLY THE GREATEST OF ANXIETIES, HOSTILITIES AND EFFORTS AT STONEWALLING AN ADMINISTRATOR CAN EXPERIENCE. WE TALK ABOUT EVALUATION TO OUR CLIENTELE, AND WE EVEN SELL OUR SERVICES TO DEVELOP EVALUATIVE PROGRAMS AMONG OUR PUBLICS, BUT WE HAVE BEEN RETICENT TO APPLY WHAT WE KNOW TO OUR OWN PROGRAMS. THERE WILL BE LITTLE IMPROVEMENT IN TEACHER EDUCATION UNLESS OR UNTIL WE CAN OBJECTIVELY SUBMIT WHAT WE DO AND HOW WE DO IT TO THE CLOSEST SCRUTINY BASED UPON THE TOUCHSTONES OF APPLICABLE KNOWLEDGE APPLIED TO OUR FIELD. EVALUATION OF TEACHER EDUCATION PROGRAMS IS OUR ASSURANCE TO OUR PUBLICS THAT WE TEACH AND PROFESS WITH INTEGRITY.

(3) TEACHER EDUCATION MUST ASSURE ITS RELEVANCY TO THE PROBLEMS OF THE REAL WORLDS OF TEACHING AND LEARNING. SOME PROFESSIONAL FIELDS HAVE ASSURED THEIR RELEVANCY, AT LEAST IN MODICUM, BY REQUIRING

EXTERNALLY ADMINISTERED EXAMINATIONS BEFORE LICENSURE. EVEN THOUGH INDIVIDUALS MAY EARN DEGREES FROM PROFESSIONAL SCHOOLS, THEY WILL NOT BE PERMITTED TO OBTAIN A LICENSE WITHOUT PASSING THE EXAMS. THIS PROCESS ASSURES THAT PROFESSORS WILL YIELD SOME OF THEIR RIGHTS TO CREATE THEIR COURSES OF STUDY OUT OF THEIR OWN CONCERNS IN THE GREATER INTERESTS OF ASSURING THAT THEIR STUDENTS ARE WELL PREPARED TO MEET ALL THE QUALIFICATIONS FOR ADMISSION TO PRACTICE. I DO NOT ADVOCATE LICENSURE EXAMINATIONS FOR TEACHER EDUCATION. EXAMINATIONS ALSO BECOME A STEREOTYPE OF WHAT SHOULD BE TAUGHT IRRESPECTIVE OF PROFESSIONAL CHANGES IN THE FIELD. BUT I DO ADVOCATE OUR DEVELOPING MEANS WITHIN OUR INSTITUTIONS FOR ASSURING OUR RELEVANCE. SUCH MEANS WILL ENTAIL FREQUENT AND PERIODIC NEEDS ASSESSMENTS IN THE FIELD; EVALUATION OF PERFORMANCES OF GRADUATES IN PROFESSIONAL POSITIONS; CONSULTATION WITH PERSONNEL IN THE FIELD ON THE PROBLEMS WHICH THEY HAVE ENCOUNTERED; THE USE OF FIELD-BASED ADVISORY COMMITTEES; THE ASSIGNMENT OF PROFESSORS FOR PERIODS OF TIME TO FIELD POSITIONS; AND THE INTERCHANGE OF POSITIONS AND ROLES AMONG PROFESSORS AND TEACHERS AND SCHOOL ADMINISTRATORS.

(4) TEACHER EDUCATION SHOULD ALSO DEVELOP MORE FLUIDITY AMONG PROFESSIONAL ROLES. IF RESEARCHERS, PROFESSORS, TEACHER-TRAINERS AND ADMINISTRATORS ARE BETTER TO KNOW EACH OTHER'S PROBLEMS AND CONTRIBUTIONS, THEIR ABILITY TO MAKE THE PROFESSIONAL TRANSLATIONS WILL BE ENHANCED THROUGH THEIR OPPORTUNITIES TO ENGAGE IN EACH OTHER'S ROLES. THE FEW EXPERIENCES WE HAVE HAD HAVE PRODUCED SOME

INTERESTING CONCLUSIONS. THEY HAVE TENDED TO BUILD GREATER UNDERSTANDING AND APPRECIATION OF THE DIVERSE ROLES AMONG EACH OTHER. THEY HAVE TENDED TO BREAK DOWN THE CONFLICT AND CYNICISM WHICH SEPARATION AROUSES. TO LEARN TO COMMUNICATE ABOUT THE SAME PROBLEMS AND PRACTICES FROM DIFFERENT POINTS OF VIEW IS ONE OF THE CHIEF WAYS IN WHICH WE CAN BUILD A PROFESSIONALISM WHICH TRANSCENDS SOME OF THE EGOCENTRISM WHICH NOW AFFLICTS VARIOUS SEGMENTS OF THE EDUCATIONAL PROFESSION.

(5) AS I HAVE PREVIOUSLY INDICATED, THE CONTEMPORARY COLLEGE OF EDUCATION HAS A KNOWLEDGE-PRODUCING RESPONSIBILITY, BUT IT CANNOT MEANINGFULLY PROVIDE THIS RESPONSIBILITY IN A VACUUM. ITS KNOWLEDGE GENERATING CAPABILITIES MUST BE BUTTRESSED BY ITS ABILITY TO DEVELOP THE RELEVANCE OF THE KNOWLEDGE IT DISCOVERS FOR THE FIELD, TO EVALUATE WHAT HAPPENS IN PRACTICE AS A RESULT OF THE APPLICATION OF THAT KNOWLEDGE, AND TO USE ITS KNOWLEDGE, DEVELOPMENT AND EVALUATIVE CAPABILITIES TO DEVELOP, MAINTAIN AND ADAPT ITS TEACHER EDUCATION PROGRAMS. SOME YEARS AGO THE LANIERS DEVELOPED A PARADIGM OF TEACHER EDUCATION PROGRAMS' RESPONSIBILITIES TO THREE TIERS OF THEIR CLIENTELE. THESE THEY DEFINED AS THE IMMEDIATE CLIENTELE (THE STUDENTS IN PREPARATORY PROGRAMS), THE INTERMEDIATE CLIENTELE (THE TEACHERS, ADMINISTRATORS AND OTHER PROFESSIONALS IN THE FIELD), AND THE ULTIMATE CLIENTELE (THE STUDENTS IN SCHOOLS TAUGHT BY THOSE WE HAVE PREPARED FOR THEIR PROFESSIONAL ROLES). THESE THREE LEVELS OF OUR RESPONSIBILITIES CONSTITUTE THE GESTALT OF OUR TOTAL RESPONSIBILITIES FOR OUR RESEARCH, DEVELOPMENT, EVALUATION AND APPLICATION ENDEAVORS.

(6) ALTHOUGH THE POINT HAS ALREADY BEEN MADE, I WANT TO REITERATE IT AS A SEPARATE HALLMARK OF EXCELLENCE AND RELEVANCE IN TEACHER EDUCATION: THE CENTRAL FOCUS OF OUR CONCERN MUST BE UPON OUR DELIVERY SYSTEMS. OUR ULTIMATE CONCERN IN EXCELLENCE IN TEACHER EDUCATION IS THE EXCELLENCE OF INSTRUCTION, CURRICULUM, AND TEACHING EXEMPLIFIED BY OUR GRADUATES. COLLEGES AND DEPARTMENTS OF EDUCATION ARE RELEVANT TO THE DEGREE THAT THEY DIRECT THEIR ATTENTION AND ENDEAVORS TO TWO WORLDS - THAT OF THE TEACHER AND THAT OF THE LEARNER, NO MATTER ON WHAT LEVEL THE LATTER MAY BE.

(7) LAST OF ALL, TEACHER EDUCATION INSTITUTIONS MUST HAVE THE ABILITY TO ADAPT TO THE NEEDS OF CHILDREN IN OUR COMMUNITIES AND TO DEVOTE THEIR ENERGIES TO RESOLVE THE PROBLEMS OF THEIR ADEQUATE EDUCATION. WE CANNOT AVOID THE FACT THAT ACHIEVEMENT OF SPECIFIED LEVELS OF SKILL AND KNOWLEDGE ARE ESSENTIAL FOR ALL CHILDREN IN CONTEMPORARY SOCIETY AS FOUNDATIONS FOR THEIR FULL PARTICIPATION. OUR TOOLS ARE EXPECTED TO, AND THEY MUST, MAKE A CONTRIBUTION TO EQUIPPING ALL CHILDREN FOR PARTICIPATION TO THE FULLEST EXTENT OF THEIR ABILITY. WE CANNOT AVOID THE FACT THAT MANY CHILDREN DO NOT COME TO SCHOOL EQUIPPED WITH THE FOUNDATIONS NECESSARY FOR DEVELOPING INTEREST IN THE THINGS TAUGHT AND EXPECTED IN THE SCHOOLS. NEVERTHELESS SCHOOLS ARE EXPECTED TO MEET THEIR NEEDS. WE CANNOT AVOID THE FACT THAT AN ALARMING NUMBER OF CHILDREN GRADUATE FROM HIGH SCHOOL ILL-EQUIPPED EITHER FOR FURTHER EDUCATION OR EMPLOYMENT. EITHER THE SCHOOLS WILL BECOME ABLE TO DEAL WITH THIS PROBLEM OR THEY WILL GIVE WAY TO SOME OTHER INSTITUTION WHICH WILL DESIGNED TO

DO SO. WE COULD CONTINUE WITH THE LIST. THE ESSENTIAL POINT IS THAT THESE PROBLEMS DESCRIBE MOST COGENTLY WHY WE NEED A HIGHER DEGREE OF PROFESSIONAL COMPETENCE THROUGHOUT ALL LEVELS OF THE EDUCATIONAL ENTERPRISE THAN WE NOW HAVE. I BELIEVE THAT COLLEGES OF EDUCATION CAN MEET THE CHALLENGE IF THEY CHOOSE TO DO SO.

SOME YEARS AGO, AS A RESULT OF A SERIES OF FACULTY AND STUDENT CONFERENCES AT OREGON STATE UNIVERSITY, A FACULTY COMMITTEE WITH THE ASSISTANCE OF STUDENTS IN THE SCHOOL OF EDUCATION DEVELOPED FIVE PRINCIPLES WHICH SHOULD GOVERN THE DESIGN OF PROGRAMS WITHIN SCHOOLS AND DEPARTMENTS OF EDUCATION. IF I ADD TO THEM, I THINK THESE "FIVE PLUS ONE" PRINCIPLES BECOME A VERY ADEQUATE SUMMARY OF THE HALLMARKS WHICH I THINK SHOULD PREVAIL IN TEACHER EDUCATION:

I. <u>THE KNOWLEDGE BASE PRINCIPLE.</u> THAT ALL TEACHER EDUCATION PROGRAMS SHOULD BE SOLIDLY ROOTED IN KNOWLEDGE OF TEACHING AND LEARNING, OF CHILD GROWTH AND DEVELOPMENT, OF THE IMPACT OF DIVERSE ENVIRONMENTS UPON THE HEALTHY GROWTH OF CHILDREN. THAT TEACHER EDUCATION PROGRAMS SHOULD BOTH APPLY EXISTING KNOWLEDGE, GLEANED FROM ALL FIELDS, AND GENERATE THE SEARCH FOR, THE DISCOVERY OF, AS WELL AS THE APPLICATION OF, NEW KNOWLEDGE TO RELIEVE THE INDETERMINANCIES OF EDUCATIONAL PRACTICE.

II. <u>THE VALUE PRINCIPLE</u>. THAT ALL TEACHER EDUCATION PROGRAMS SHOULD BE SOLIDLY ROOTED IN THE PRINCIPLES OF EQUITY AND HUMAN CONCERN FOR THE WELFARE OF ALL PERSONS AND THEIR "UNALIENABLE" RIGHTS TO DEVELOP THEIR POTENTIALITIES TO THE FULLEST EXTENT THEY DESIRE. THAT EDUCATION IS A SERVANT OF THE AMERICAN CONCEPT OF FREEDOM

AND EQUALITY. THAT THE FUNDAMENTAL OBLIGATION OF TEACHER EDUCATION IS TO ASSURE THE PREPARATION OF PROFESSIONAL TEACHERS WHO CAN SKILLFULLY PROVIDE EQUITABLE ACCESS TO LEARNING OPPORTUNITIES FOR ALL.

III. THE PERSONALIZATION PRINCIPLE. THAT TEACHER EDUCATION RECOGNIZES, BOTH IN ITS EXAMPLE AND IN ITS TEACHING, THE EXISTENCE OF A PLURALISTIC SOCIETY AND INDIVIDUAL DIFFERENCES, AND IT INCLUDES DIVERSE APPROACHES TO BOTH THE PREPARATION OF TEACHERS AND THE ORGANIZATION OF TEACHING EXPERIENCES TO DEMONSTRATE THAT WE CAN PROVIDE FOR THE NEEDS OF ALL LEARNERS. THAT GOOD TEACHING, EVEN IN A MASS SOCIETY, CONCENTRATES UPON THE LEARNING AND THE HEALTHY GROWTH AND DEVELOPMENT OF EVERY INDIVIDUAL.

IV. THE RENEWAL PRINCIPLE. THAT THE CONTINUOUS AND COOPERATIVE MONITORING OF ALL PROGRAMS IS NECESSARY AT ALL TIMES TO ASSURE MAXIMUM, EFFECTIVE USE OF THE RESOURCES AVAILABLE TO TEACHER EDUCATION AND ITS CONSTANT ADAPTATION TO CHANGING NEEDS IN TEACHING AND LEARNING. THAT RESOURCES FOR ADEQUATE EVALUATION ARE AS ESSENTIAL AS RESOURCES FOR RESEARCH AND INSTRUCTION.

V. THE CONSTITUENCY PRINCIPLE. THAT THE COOPERATIVE DEVELOPMENT OF ALL OF OUR PROGRAMS WITH RELEVANT CONSTITUENCIES IS ESSENTIAL TO ACHIEVE MEANINGFUL EXCELLENCE IN THE PREPARATION OF PROFESSIONAL PERSONNEL FOR PRESENT AND FUTURE EDUCATIONAL NEEDS. THAT WE MUST REBUILD OUR CONSTITUENCIES BY DEMONSTRATING OUR ABILITY TO RELATE EFFECTIVELY TO EDUCATIONAL NEEDS AND PROBLEMS IN ALL COMMUNITIES.

AND LAST I WOULD ADD: THE ADVOCACY PRINCIPLE. THAT SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION BECOME ADVOCATES OF THOSE

POLICIES AND PROGRAMS WHICH ARE NECESSARY AND DESIRABLE TO BEST SERVE THE NEEDS OF CHILDREN AND ADULTS WHOSE INTERESTS ARE SERVED THROUGH SCHOOLING. THAT THEY BECOME ADVOCATES FOR THE SOLUTIONS OF THE PROBLEMS THAT SHOULD BE RESOLVED TO ASSURE CHILDREN AND YOUTH A DECENT FUTURE. THAT THEY BECOME PRINCIPLED, BASED UPON THEIR KNOWLEDGE AND EXPERIENCE OF TEACHING AND LEARNING, AS THE FOUNDATION FOR REGAINING LEADERSHIP TO A PROFESSION NOW AIMLESSLY ADRIFT.